CARING & SHARING LEARNING SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Alachua County Public Schools:
We are committed to the success of every student!

Caring and Sharing Learning School:
We are designed to foster learning through rigorous academics as well as through activities that link concepts and content to experience in an environment that stresses high expectations for students, including parent/family involvement, and school/community volunteerism so that students will acquire a base of real world experiences to maintain motivation toward becoming lifelong learners and community participants

Provide the school's vision statement

Alachua County Public Schools:
We will graduate students who have the knowledge, skills and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

Caring and Sharing Learning School:
We will provide the best academic and personal education for students in an environment which promotes achievement, personal excellence and a sense of pride in the best traditions of the school. Students will leave Caring and Sharing Learning School and become positive school and community leaders in the global economy.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Curtis Peterson

Petersonc1951@gmail.com

Position Title

Principal

Job Duties and Responsibilities

To provide effective leadership in the administration and supervision of elementary school operations to promote the successful education of students in a safe an orderly environment.

Serves as the instructional leader of the school, which includes setting, support, and monitoring rigorous standards for teacher instruction and student achievement.

Provides and promotes a positive school climate that reflects a culture of excellence, teamwork, and collaboration among the staff, teachers, students, and families.

Leads leadership team which meets weekly to discuss and if warranted problem-solve academic, behavioral, and procedural topics. The continuous improvement cycle is utilized to ensure that data is analyzed, critical needs are identified, evidence-based materials and strategies are appropriate, resources are maximized, progress is monitored, and adjustments are made as warranted.

Leadership Team Member #2

Employee's Name

Tova Peterson

cslstpeterson@gmail.com

Position Title

Parent Engagement Coordinator/ Assistant Director of Early Childhood

Job Duties and Responsibilities

 To provide effective leadership in the implementation of a comprehensive outreach program for the school to increase community engagement. To provide effective leadership in the planning, organization, administration, and implementation of a comprehensive Early Childhood Program for the school to promote the successful education of students.

Leadership Team Member #3

Employee's Name

Jessica Garcia

mrsjgarciacs@gmail.com

Position Title
Student special services coordinator

Job Duties and Responsibilities

To provide effective leadership in the planning, development and implementation of a comprehensive student support services program for students and families dealing with a wide range of social, emotional, behavioral, health issues impacting student's achievement.

Serves as the LEA representative and leads ESE team in collaboration with ESE liaison to ensure highly effective individualized instruction for students with IEPs.

Leadership Team Member #4

Employee's Name
Mavis Muhammad

Muhammadmcsls@gmail.com

Position Title
Title 1/ Instructional Coach

Job Duties and Responsibilities

To lead the implementation of the Title I program within a school, focusing on improving academic outcomes for students who qualify for Title I services. This role includes developing and implementing lesson plans, providing targeted instruction, collaborating with other teachers, and communicating with parents. They also play a key role in assessing student needs, monitoring progress, and ensuring compliance with Title I guidelines.

Leadership Team Member #5

Employee's Name
Benjamin Hawkins

benjamin.hawkins.csls@gmail.com

Position Title
Director of Operations and Administration

Job Duties and Responsibilities

Manages the organization's daily operations, ensuring efficiency and alignment with strategic goals. This role involves overseeing administrative functions, streamlining processes, managing budgets,

and supervising staff. They are also responsible for developing and implementing operational strategies, improving business processes, and ensuring compliance with policies and regulations.

Leadership Team Member #6

Employee's Name
Jeanne Williams

williamsjmcsls@yahoo.com

Position Title
Teacher/Department Head ELA/Social Sciences

Job Duties and Responsibilities

 As Department leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level team and our leadership team, as well as facilitating weekly PLCs. During PLCs teams review student data and facilitate conversations on how the data drives effective instruction and identifies areas/students in need of growth.

Leadership Team Member #7

Employee's Name
Deanna Fleming

flemingdscsls@gmail.com

Position Title
Teacher/ Department Head- Math

Job Duties and Responsibilities

As Department leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level team and our leadership team, as well as facilitating weekly PLCs. During PLCs teams review student data and facilitate conversations on how the data drives effective instruction and identifies areas/students in need of growth

Leadership Team Member #8

Employee's Name
Cyntihia Tennell

mrs.tennell.csls@gmail.com

Position Title
Teacher/ Science Department head

Job Duties and Responsibilities

As Department leader, the responsibilities include: serving as an instructional leader, providing input on school wide decisions, communicating information between the grade level team and our leadership team, as well as facilitating weekly PLCs. During PLCs teams review student data and facilitate conversations on how the data drives effective instruction and identifies areas/students in need of growth.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

CSLS has a board of directors, dynamic PTO and dedicated staff members that are highly entrenched in the school data, community needs and has a laser focus on the betterment of the families that attend the school. The board meets a minimum of 5 times a year, the PTO monthly and the staff weekly. During these times, school improvement based on data, parent/student surveys and community input is reviewed and addressed accordingly. Each entity reviews the SIP and offers input on what will continue to make the school remarkable.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The school's SIP is a living document and will be reviewed often throughout the year to adjust when needed to reflect the current best practices for success. The CSLS board will monitor a minimum of 5 times a year, the PTO will review monthly and the staff weekly. This process will continue to ensure the school is on a path of continuous improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	2024-25: A 2023-24: B 2022-23: B 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	60	55	50	48	54	48	0	0	0	315
Absent 10% or more school days	2	1	0	0	0	2	0	0	0	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	3	9	4	5	2	2	0	0	0	25
Level 1 on statewide Math assessment	4	4	3	2	3	3	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	5	7	5	0	0	0	0	0	21
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	2	0	0	0	0	0	0	0	4

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	2	0	0	0	0	0	0	0	4

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions	2	2			3	2				9
Course failure in English Language Arts (ELA)				2						2
Course failure in Math										0
Level 1 on statewide ELA assessment				5	5	4				14
Level 1 on statewide Math assessment				1	3	4				8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	5	4	1						15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				1	3					4

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2								5

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				1						1
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	55	59	61	55	57	55	52	53
Grade 3 ELA Achievement	65	56	59	78	58	58	58	51	53
ELA Learning Gains	62	57	60	52	57	60			
ELA Lowest 25th Percentile	67	50	56	38	51	57			
Math Achievement*	79	56	64	68	55	62	70	53	59
Math Learning Gains	58	57	63	48	59	62			
Math Lowest 25th Percentile	54	44	51	60	49	52			
Science Achievement	49	49	58	34	54	57	34	54	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)		63	63		75	61		61	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	494
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	55%	54%	80%	56%		40%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	1	
Black/African American Students	62%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	60%	65%	62%	67%	79%	58%	54%	49%					
Students With Disabilities	20%				50%								
Black/African American Students	61%	65%	64%	68%	77%	58%	52%	49%					
Economically Disadvantaged Students	58%	67%	61%	76%	79%	58%	56%	41%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	61%	78%	52%	38%	68%	48%	60%	34%					
Black/African American Students	62%	78%	56%	47%	68%	49%	71%	35%					
Economically Disadvantaged Students	57%	76%	51%	38%	65%	44%	53%	29%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	55%	58%			70%			34%					
Black/African American Students	55%	61%			71%			36%					
Economically Disadvantaged Students	52%	61%			65%			30%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	54%	13%	57%	10%
ELA	4	69%	55%	14%	56%	13%
ELA	5	48%	52%	-4%	56%	-8%
Math	3	85%	55%	30%	63%	22%
Math	4	78%	58%	20%	62%	16%
Math	5	75%	50%	25%	57%	18%
Science	5	50%	47%	3%	55%	-5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The lower 25% ELA area component showed the most improvement overall. A significant increase of 29%. The great foundational skills from K-2 are becoming evident in the higher grades on campus.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The science area component continues to demonstrate the lowest performance in proficiency. However, the science results increased 15% and were a key to the overall school grade. We continue to lack background knowledge and align to reading levels.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The overall math component showed the greatest decrease in proficiency compared to the previous year. We believe the new process of calculation of learning gains played a factor in the results.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th grade science continues to have the greatest gap compared to the state average. We had our 5th grade teacher resign in the middle of the school year.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

No areas of concern. However, we will continue to monitor often and adjust accordingly.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase science scores across all grade levels to meet the district average score.

2. Increase ELA and Math scores to be the higher average than the state and district.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

While our numbers are great compared to similar students in the state. Our school still faces challenges in the science area with students coming to school without a high level of background knowledge in the basic course.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Caring and Sharing Learning School will increase parental and community engagement by 10% by the end of the school year. The IIC will assist teachers, students and parents in understanding the data driven model of decision making and thus increasing PM3 and school based assessments to align with overall school goals

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Caring and Sharing Learning School will continue to implement the use of an Instructional Intervention Coach and Family Liaison to monitor data driven instruction and increase parental/community engagement. In addition, the principal and director of C&I will attend the weekly data chats to monitor weekly the data trends.

Person responsible for monitoring outcome

Cynthia Tennell

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The importance of data in decision lies in consistency and continual growth. It enables the teachers and students to predict future trends and produce actionable insights.

Rationale:
The rationale for focusing on this specific strategy will produce the intended outcome of stakeholder decision making being quantitatively sound versus randomly chosen lessons and objectives that lead to non goal outcomes.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
The school will purchase additional science resources to assist with increasing the basic science knowledge in 5th grade as well as younger grades

Person Monitoring:	**By When/Frequency:**
Cynthia Tennell	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will purchase, be trained on and implement the new science curriculum. The leadership team will monitor the science data with weekly to track trends.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale
Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome
Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The school will continue to implement additonal resources to address lower 25% in ELA and Math. We continue to see students lacking the basic skills to be at or above grade level.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The school will increase PM3 scores by an average of 15% at each gradelevel from the PM1 scores.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The scores will be montiored at weekly and monthly data chats and team meetings.

Person responsible for monitoring outcome
Department heads and team leaders

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The school will purchase supplemental resources to be used during reteach and EDI time periods. The school will use para professionals to assist with the implementation of the resources.

Rationale:
An increase in repetition will increase additional opportunities to be successful and increase knowledge base.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Each classroom will have a small group center to implement the various resources to address basic skills in ELA, Math and Science

Person Monitoring: **By When/Frequency:**
Team leaders   weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Progress of implementation will be reviewed at weekly team meetings.

Action Step #2

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

CSLS will continue to address the EWS to ensure all student success. The school motto is "Every Child Can Learn"! We know that the EWS are the foundation to learning in all grades and that EWS have a direct relationship to the success of our students and their families. Families will be invited to attend multiple Parent/Family engagement nights which focus on Florida's BEST Standards. Families will be taught skills, strategies and provided materials to teach their child at home to supplement their learning at school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By 2026, student performance will increase by a minimum of five percentage points in both reading and math for grades K-5 as measured by state assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Weekly meetings with the school-based attendance task force consisting of Principal, Director of Community and Family Engagement, applicable teachers, and other related support staff as warranted. Meetings will include a review of specific student data as well as school-wide data.

Student performance will be progress monitored by state and district progress monitoring tools.

Person responsible for monitoring outcome

Tova Peterson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step #2

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

WWW.CaringandSharingschool.com
Technology usage by way of website, parent messaging systems by team, schoolwide, and school marquee.
Teacher newsletters and posted in classrooms. In addition, parent/teacher conferences. Activities Outside Classrooms- Title 1 annual meeting and Open house.

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

WWW.CaringandSharingschool.com Caring and Sharing Learning School prides itself on having outstanding relationships with all stakeholders.

CSLS provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (Zoom,

Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules.

In addition, the school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement. Parent and families are regularly invited to attend Parent/Teacher Organization, School Advisory Council meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education.

 Staff: These stakeholders are responsible for modeling characteristics for students, maintaining relationships with families and alerting administration when needs are noticed. Students: These stakeholders are responsible for following behavior expectations and communicating needs from their unique perspective through daily interactions and formal platforms such as Student Council and SAC.

Parents/Families: These stakeholders are responsible for supporting the goals of the school through action and at home conversation, relaying concerns that need addressing to school staff and providing needed resources for students both at home and at school.

Community partners: These stakeholders are responsible for listening to the needs of the school supporting when possible and communicating opportunities for partnership within and beyond the school walls

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

In order to strength the academic several key strategies will be implemented including:
-Alignment of human resources to maximize intervention support
-identify students wand specific learning gaps as well as resources to target interventions
-The departmentalization of content areas in Grades K-5. Teachers at these grade levels have an intensified focus on their specific content area and are able to strengthen both Tier 1,2, and 3 instruction.

Monthly meetings with the school-based attendance task force consisting of Admin, School Social Worker, applicable teachers, and other related support staff as warranted. Meetings will include a review of specific school data as well as school-wide data.

Professional development will continue with a high emphasis on science, math and reading current best practices. The school will partner with the University of Florida and Alachua County school district for strategies. In addition, the school will continue summer and preplanning trainings with Dr. N. King for current best practices.

School-wide campaign promoting good attendance will be ongoing throughout the year. The campaign will encompass good attendance habits messaging and weekly segments ongoing focus promoting good attendance habits.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

At the end of each year the school reviews its SIP, data and goals. Based on the results of this review, the use of additional funds from Title II, Title IV are reviewed to create a plan of action to better use these funds towards professional development and increasing staff knowledge on the latest best practices in education and the school areas of improvement. In addition, CSLS ensures that its VPK program is following VPK latest best practices and is aligning resources to ensure students' smooth transition into Kindergarten.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

CSLS will continue to host meetings held on a weekly basis with the leadership team to discuss schoolwide impact concerns from staff and/or parents. If needed, The admin/IIC or family liaison will meet with the school social worker, parent or community agencies to address counseling, mental health services of specialized support services, their interventions, and appropriate support progress monitoring data will be discussed as needed.

In addition, CSLS has relationships with numerous mentoring programs that the school has partnered with for many years to assist outside and during the school day as needed.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Even though CSLS is an elementary, we have numerous partnerships with outside agencies that focus on career and technical education programs and the benefits of decision making at a young age. The students and their families are exposed to these groups often throughout the school year and summer.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere.

Tier 2 Some students need a little extra assistance in meeting academic and behavioral goals, and it

is in Tier 2 that these individuals receive that help. These interventions and supports are delivered in small group settings, such as reading/math/science groups. This targeted support allows students to work toward catching up with their peers. They will have a paraprofessional working with their groups in part of the rotation.

Tier 3 these students individualized supports and can include assistance from outside agencies such as behavioral counselors or family therapists.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional development opportunities will include but are not limited to:
-Purposeful Professional Learning Communities to meet the needs of all learners.
-Progress Monitoring Data
-Understanding the BEST Math Standards/Mathematical Thinking and Reasoning Standards
-Organizational Skills and Strategies to Support T1 Instruction and Students with Disabilities

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

The school has a pre kindergarten and kindergarten round up each year. This provides ample time for the the parents to receive information and address question related to preschool and the transition to kindergarten. In addition, the school has a summer camp that has incoming VPK and Kindergartners to attend.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The principal and district (Title 1 director and District Charter Liaison) will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to schoolwide, overall group data. The Federal Grants and programs department will aid in the budget alignment to ensure the student needs are met.

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

ELA continues to be an area that demonstrates needs of improvement based on the data.

 Our focus will be on instructional practices in grades K through 2.

K-2 ELA resources will include the following:
1. Implementation of the district core curriculum- Benchmark Advanced
2. Implementation of UFLI Foundations during tier 1 instruction
3. Use of UFLI Foundations and SIPPS during intervention as called for by individual student data.
4. Use IXL computer based resources
5. Use of a Teacher Tutor for pullout and push in.

These strategies will begin on day one and monitored throughout the year in team meetings, department meetings and faculty meetings for a trajectory of success.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00